

**METHOD AND SYSTEM FOR
DEVELOPING TEACHING AND
LEADERSHIP CHARACTERISTICS AND
SKILLS**

**U.S. Patent Application Serial No.
10/016,905**

Filed December 14, 2001

Attorney Docket No. D4701-00198

Exhibit L

Richard Ketley/GB/EUROPE/HAYGROUP

25/05/2000 21:25

To Fionnuala O'Conor/GB/EUROPE/HAYGROUP@HAYGROUP, Stephen

Lams/GB/EUROPE/HAYGROUP@HAYGROUP

cc

Subject TransformingLearning.com

Fionnuala/Stephen,

As you know I met with Bob Barnes of OS Integration today to give him a broad outline of what we are wanting to achieve with LearningCentral.com, to canvass his thoughts on the viability of the development and to check with him that we have not missed any obvious issues. He certainly seemed to be comfortable that a) it can work and b) we have identified the major concerns, but I thought it may be useful to summarise some of the points that arose during our conversation.

1. The major area of concern is to ensure that the 'rules' which will produce the development recommendations in response to the completed questionnaires are clear-cut. Wherever possible the answers to the questions should be given in a true/false or 1,2,3,4,5 format (i.e. absolute values, with the person clicking on the required option) rather than having too many opportunities for textual answers which are open to interpretation. Clearly, if we want the results to be produced automatically, we need to stick to the absolute values as much as possible. Also, we need to ensure that for any possible mixture of answers provided by the user, there is a clear set of results that can be calculated and delivered to them.
2. What we want to provide is well within the accepted boundaries of web-site functionality - i.e. initial profiling of the user (governor, head teacher, teacher, pupil etc), data entry, background (host end) calculation and data response.
3. We would need to consider security both in terms of guarding the data (i.e. who should be able to see what data) and authenticating the user (probably more than simple passwords would be necessary, perhaps including additional questions or digital signatures). This issue may be particularly pertinent for pupils who may disclose passwords to friends.
4. If OS integration were to be included in the tendering process they would expect to receive an outline document from us including some thoughts as to the practical implementation. They would probably wish to hold some sort of workshop to take us through this outline and clarify any issues before producing a proposal for our consideration. This would include an estimate of development costs.
5. If they were subsequently to win the contract they would then run further workshops, produce proof of concept web pages etc as necessary (obviously it was difficult for him to comment in any real detail at this stage).
6. For a development such as this the norm is to aim for a 90 day development schedule to have a working (though not final) site. This would fit our deadlines, but only just!
7. The rates that they charge for this kind of development would be £950 to £1,000 per person per day.

8. Based on the high level outline that I provided, Bob is of the opinion that we would be looking at between £50k and £100k for development costs. I have to say I would probably err on the high side.

We should bear in mind that the above is based on discussions with a single potential supplier amongst many, though I do set some store by what they say as they have a successful track record in this arena (and in other projects they have implemented for Hay).

On the hosting side, this seems to be a straight choice of how much we want to spend. It should not be too difficult for me to put together a shortlist of potential hosts and their relative costs and merits (this all pre-supposes that we are able to secure US agreement to host it here rather than in Philly!).

Having met with Stephen this afternoon, I don't believe we are too far away from having a document that could act as a good starting point in discussions with potential developers.

What we have to do now is to identify a further 2 or 3 potential web-site developers in the next week or so with a view to discussing a possible tender.

I hope this helps. Can we arrange to meet once we are all back in the office to discuss this further? (I am on holiday tomorrow, Friday, but will be back in the office on Tuesday following the bank holiday).

Regards,
Richard

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Exhibit M

Beccy_Wallace@haygroup.com

08/11/2000 17:20

Please respond to
tlc@broadband.co.uk

To tlc@broadband.co.uk

cc

Subject [TLC] Re: Lists. - the whole darn thing...

Hi Matt

Following our telephone chat just now, please find attached our list of THE WHOLE DARN THING. There should be nothing on a flowchart that is not on this list (we hope!!).

The 'type' column describes whether it is a table (TBL), chart (CHT), text (TXT) or algo (ALGO!!).

Note that where a code on the flowchart says, for example, C1a-C6a, this is often split out in the list into C1a, C2a, C3a... C6a etc. And as I explained, the ordering of dimensions/styles is a bit variable.

New codes from changes we haven't yet notified you of should have 'NEW' in red in the right hand column (these changes to follow soonish...).

I should warn you that this list is rather a living thing and is LIABLE TO SUDDEN FLOODING, CANCELLATIONS OR SPEED RESTRICTIONS AT ANY MOMENT.

By the way, algos on the whole darn list do not all have flowchart references, but you have these anyway on the algo list (I sent an up-to-date algo list to

fiona earlier today).

Any queries, give us a shout!

Byeee

Beccy

(See attached file: Whole darn thing nov 8th.xls)

Please respond to tlc@broadband.co.uk

To: tlc@broadband.co.uk
cc: (bcc: Beccy Wallace/GB/EUROPE/HAYGROUP)

Subject: [TLC] Lists....

Hi,

I think we have:-

A complete list of algorithms
A complete list of flowcharts

I think we also need:-

A complete list of text fields etc. (i.e. all the labelled content, battleships, questions, help texts, dimension definitions etc etc)
A complete list of charts (names etc)
A complete list of tables (names etc)

I'm presuming that you have this info and that it won't be too much trouble. If it's going to take a long time to make these lists then I think the priority is the text fields. We're populating the database with skeletal entries for your temps to fill next week. So the priorities within this list (if you can't provide a complete one) are the text fields that you need available for then.

Thanks

Matt

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The mailing list of the TransformingLearning.Com Project

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7/30/2007

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8 Nov - THE WHOLE DARN THING!!!!

Code	Title	Flowchart	Algo code	Type	Notes
1 A10a	Style Definition Affiliative	TH, HT1		TXT	
2 A10c	Most effective use of styles Affiliative	TH, HT1		TXT	
3 A10d	Least effective use of styles Affiliative	TH, HT1		TXT	
4 A10e	Style example Affiliative	TH, HT1		TXT	
5 A11a	Style Definition Democratic	TH, HT1		TXT	
6 A11c	Most effective use of styles Democratic	TH, HT1		TXT	
7 A11d	Least effective use of styles Democratic	TH, HT1		TXT	
8 A11e	Style example Democratic	TH, HT1		TXT	
9 A12a	Style Definition Pacesetting	TH, HT1		TXT	
10 A12c	Most effective use of styles Pacesetting	TH, HT1		TXT	
11 A12d	Least effective use of styles Pacesetting	TH, HT1		TXT	
12 A12e	Style example Pacesetting	TH, HT1		TXT	
13 A13a	Style Definition Coaching	TH, HT1		TXT	
14 A13c	Most effective use of styles Coaching	TH, HT1		TXT	
15 A13d	Least effective use of styles Coaching	TH, HT1		TXT	
16 A13e	Style example Coaching	TH, HT1		TXT	
17 A14a	Style Model Definition	TH, HT1		TXT	
18 A14b	Brief style model explanation	TH, HT1		TXT	
19 A14e	Detailed Style Model Explanation -	TH, HT1		TXT	
20 A15a	Models of HT Effectiveness in practice	TH, HT1		TXT	
21 A15b	Detailed Links LS/CSI	TH, HT1		TXT	
22 A15d	Models of Excellence for Headteachers	TH, HT1		TXT	
23 A15e	Individual Characteristics Model Definition	TH, HT1		TXT	
24 A15f(1)	Case study 1 scenario - select climate	CASE, HT1(1)		TXT	
25 A15f(2)	Case study 2 scenario - select climate	CASE, HT1(1)		TXT	
26 A15f(3)	Case study 3 scenario - select climate	CASE, HT1(1)		TXT	
27 A15f(4)	Case study 4 scenario - select climate	CASE, HT1(1)		TXT	
28 A15h(1)	CS1 Explanation & select leadership style related to climate	CASE, HT1(1)		TXT	
29 A15h(2)	CS 2 Explanation & select leadership style related to climate	CASE, HT1(1)		TXT	
30 A15h(3)	CS 3 Explanation & select leadership style related to climate	CASE, HT1(1)		TXT	
31 A15h(4)	CS 4 Explanation & select leadership style related to climate	CASE, HT1(1)		TXT	
32 A15k(1)	CS1 Incorrect climate choice	CASE, HT1(1)		TXT	
33 A15k(2)	CS 2 Incorrect Climatechoice text	CASE, HT1(1)		TXT	

34	A15k(3)	CS 3 Incorrect climate choice	CASE, HT1(1)	TXT
35	A15k(4)	CS 4 Incorrect climate choice	CASE, HT1(1)	TXT
36	A15p	Job Requirements Explanation	TH, HT1	TXT
37	A15q	Brief characteristics model explanation	TH, HT1	TXT
38	A15r(1)	CS 1 Incorrect style choice	CASE, HT1(1)	TXT
39	A15r(2)	CS 2 Incorrect style choice	CASE, HT1(1)	TXT
40	A15r(3)	CS 3 Incorrect style choice	CASE, HT1(1)	TXT
41	A15r(4)	CS 4 incorrect style choice	CASE, HT1(1)	TXT
42	A15s(1)	CS 1 Correct answer, select other style?	CASE, HT1(1)	TXT
43	A15s(2)	CS 2 Correct answer, select other style?	CASE, HT1(1)	TXT
44	A15s(3)	CS 3 Correct answer, select other style?	CASE, HT1(1)	TXT
45	A15s(4)	CS 4 Correct answer, select other style?	CASE, HT1(1)	TXT
46	A15t(1)	CS1 Well done	CASE, HT1(1)	TXT
47	A15t(2)	CS 2 Well done	CASE, HT1(1)	TXT
48	A15t(3)	CS 3 Well done	CASE, HT1(1)	TXT
49	A15t(4)	CS 4 Well done	CASE, HT1(1)	TXT
50	A15U(1)	CS1 Explanation of case study climate and style	CASE, HT1(1)	TXT
51	A15U(2)	CS 2 Explanation of case study climate and style	CASE, HT1(1)	TXT
52	A15U(3)	CS 3 Explanation of case study climate and style	CASE, HT1(1)	TXT
53	A15U(4)	CS 4 Explanation of case study climate and style	CASE, HT1(1)	TXT
54	A15v	Display list for user to select	TH,HT1	TXT
55	A15w	Intro to HT Model Theory	TH,HT1	TXT
56	A16a	How people respond to feedback - "common responses to feedback"	CASE, HT1(2)	NEW
57	A16b	DAWA - "Receiving and Responding to Feedback"	CASE, HT1(2)	TXT
58	A16c	Johari	CASE, HT1(2)	TXT
59	A16d	Gaining understanding of feedback - "Understanding New Feedback"	CASE, HT1(2)	TXT
60	A16e	Learning to accept feedback - to include text in A16d	CASE, HT1(2)	TXT
61	A16f	Don't Believe it - definition	CASE, HT1(2)	TXT
62	A16g	Anger - definition	CASE, HT1(2)	TXT

63	A16h	Upset - definition	CASE, HT1(2)	TXT
64	A16i	Thinking About It - definition	CASE, HT1(2)	TXT
65	A16j	Acceptance - definition	CASE, HT1(2)	TXT
66	A16k	Advice-on-prioritisation - to include text in A16d	CASE, HT1(2)	TXT
67	A16m	Reminder of aspirations	CASE, HT1(2)	TXT
68	A16n	Go away mate "Feedback not ready yet"	CASE, HT1(2)	TXT
69	A16p	Cup of tea mate "Take a break before feedback"	CASE, HT1(2)	TXT
70	A1a	Definition: Climate Dimension - Flexibility	TH, HT1	TXT
71	A1b	Explanation: Climate Dimension - Flexibility	TH, HT1	TXT
72	A1c	Example: climate dimension - Flexibility	TH, HT1	TXT
73	A2a	Definition: Climate Dimension - Responsibility	TH, HT1	TXT
74	A2b	Explanation: Climate Dimension - Responsibility	TH, HT1	TXT
75	A2c	Example: climate dimension - Responsibility	TH, HT1	TXT
76	A3a	Definition: Climate Dimension - Standards	TH, HT1	TXT
77	A3b	Explanation: Climate Dimension - Standards	TH, HT1	TXT
78	A3c	Example: climate dimension - Standards	TH, HT1	TXT
79	A4a	Definition: Climate Dimension - Rewards	TH, HT1	TXT
80	A4b	Explanation: Climate Dimension - Rewards	TH, HT1	TXT
81	A4c	Example: climate dimension - Rewards	TH, HT1	TXT
82	A5a	Definition: Climate Dimension - Clarity	TH, HT1	TXT
83	A5b	Explanation: Climate Dimension - Clarity	TH, HT1	TXT
84	A5c	Example: climate dimension - Clarity	TH, HT1	TXT
85	A6a	Definition: Climate Dimension - Team Commitment	TH, HT1	TXT
86	A6b	Explanation: Climate Dimension - Team Commitment	TH, HT1	TXT
87	A6c	Example: climate dimension - Team Commitment	TH, HT1	TXT
88	A7a	Climate model definition	TH, HT1	TXT
89	A7b	Defining the Context for school Improvement	TH, HT1	TXT
90	A7c	Brief climate model explanation	TH, HT1	TXT
		Detailed Climate Model Explanation	TH, HT1	TXT

91	A8a	Style Definition Coercive	TXT
92	A8c	Most effective use of styles Coercive	TXT
93	A8d	Least effective use of styles Coercive	TXT
94	A8e	Style example Coercive	TXT
95	A9a	Style Definition Authoritative	TXT
96	A9c	Most effective use of styles Authoritative	TXT
97	A9d	Least effective use of styles Authoritative	TXT
98	A9e	Style example Authoritative	TXT
99	Aa1	Definition Dimension - Clarity	TXT
100	Aa2	Explanation Dimension - Clarity	TXT
101	Aa3	Example Dimension - Clarity	TXT
102	Ab1	Definition Dimension - Order	TXT
103	Ab2	Explanation Dimension - Order	TXT
104	Ab3	Example Dimension - Order	TXT
105	Ac1	Definition Dimension - Standards	TXT
106	Ac2	Explanation Dimension - Standards	TXT
107	Ac3	Example Dimension - Standards	TXT
108	Ad1	Definition Dimension - Fairness	TXT
109	Ad2	Explanation Dimension - Fairness	TXT
110	Ad3	Example Dimension - Fairness	TXT
111	Ae1	Definition Dimension - Participation	TXT
112	Ae2	Explanation Dimension - Participation	TXT
113	Ae3	Example Dimension - Participation	TXT
114	Af1	Definition Dimension - Support	TXT
115	Af2	Explanation Dimension - Support	TXT
116	Af3	Example Dimension - Support	TXT
117	Ag1	Definition Dimension - Safety	TXT
118	Ag2	Explanation Dimension - Safety	TXT
119	Ag3	Example Dimension - Safety	TXT
120	Ah1	Definition Dimension - Interest	TXT
121	Ah2	Explanation Dimension - Interest	TXT
122	Ah3	Example Dimension - Interest	TXT
123	Ai1	Definition Dimension - Environment	TXT
124	Ai2	Explanation Dimension - Environment	TXT
125	Ai3	Example Dimension - Environment	TXT
126	Aj10(1)	Primary case study 1 intro	TXT

127	Aj10(2)	Primary Case Study 2 Intro	TXT
128	Aj10(3)	Primary Case Study 3 Intro	TXT
129	Aj10(4)	Primary Case Study 4 Intro	TXT
130	Aj11(1)	explanation of primary case study 1	TXT
131	Aj11(2)	Primary Case Study 2 Explanation	TXT
132	Aj11(3)	Primary Case Study 3 Explanation	TXT
133	Aj11(4)	Primary Case Study 4 Explanation	TXT
134	Aj12(1)	Primary CS 1 Incorrect choice	TXT
135	Aj12(2)	Primary CS 2 Incorrect choice	TXT
136	Aj12(3)	Primary CS 3 Incorrect choice	TXT
137	Aj12(4)	Primary CS 4 Incorrect choice	TXT
138	Aj4	Classroom Climate Model definition	TXT
139	Aj5	Brief model explanation	TXT
140	Aj6	Detail model explanation - Research Paper	TXT
141	Aj7(1)	Secondary case study 1 intro	TXT
142	Aj7(2)	Secondary case study 2 intro	TXT
143	Aj7(3)	Secondary case study 3 intro	TXT
144	Aj7(4)	Secondary case study 4 intro	TXT
145	Aj8(1)	Explanation of secondary case study 1	TXT
146	Aj8(2)	Secondary CS 2 Explanation of secondary case study 2	TXT
147	Aj8(3)	Secondary CS 3 Explanation of secondary case study3	TXT
148	Aj8(4)	Explanation of secondary case study 4	TXT
149	Aj9(1)	Secondary CS 1 Incorrect choice	TXT
150	Aj9(2)	Secondary CS 2 Incorrect choice	TXT
151	Aj9(3)	Secondary CS 3 Incorrect choice	TXT
152	Aj9(4)	Secondary CS 4 Incorrect choice	TXT
153	Ak1	How people respond to feedback - "common responses to feedback"	TXT
154	Ak10	Acceptance - definition	TXT
155	Ak11	Advice on prioritisation	TXT
156	Ak12	Go away mate "Feedback not ready yet"	TXT
157	Ak13	Cup of tea mate "Take a break before feedback"	TXT
158	Ak14	Reminder of aspirations	TXT
159	Ak2	DAWA - "Receiving and Responding to Feedback"	TXT
160	Ak3	Johari	TXT

161	Ak4	Gaining understanding of feedback - "Understanding New Feedback"	TH, T1	TXT
162	Ak5	Learning to accept feedback	TH, T1	TXT
163	Ak6	Don't Believe it - definition	TH, T1	TXT
164	Ak7	Anger - definition	TH, T1	TXT
165	Ak8	Upset - definition	TH, T1	TXT
166	Ak9	Thinking About It - definition	TH, T1	TXT
167	AR1	Adult Rater Background questionnaire	ROQ, HT2	TXT
168	AR2	Reject rater text - we will tell your HT	ROQ, HT2	TXT
169	AR4	Algo to check rater validity	ROQ, AR1	ALGO
170	ARQ15	Calculate-style-spread	AR4	ALGO
171	ARQ17	Calculate-style-spread-index	ARQ16	ALGO
172	ARQ20	Test-for-ORL-rates-per-dimension	ARQ17	ALGO
173	ARQ21	Test-for-data-rejection-per-dimension-per-rater	ARQ20	ALGO
174	ARQ22	Mark-style-as-ORL-per-rater	ARQ21	ALGO
175	ARQ23	Count-and-flag-rater-as-ORL	ARQ22	ALGO
176	ARQ27	Calculate dimension-spread -&A	ARQ23	ALGO
177	ARQ29	Calculate-dimension-spread-index -&A	ARQ27	ALGO
178	ARQ32	Test-for-ORL-rates-per-dimension	ARQ29	ALGO
179	ARQ33	Test-for-data-rejection-per-dimension-per-rater	ARQ32	ALGO
180	ARQ34	Mark-dimension-as-ORL-per-rater-1&A	ARQ33	ALGO
181	ARQ35	Count-and-flag-rater-as-ORL	ARQ34	ALGO
182	B16a	Explanation of context setting exercises	CON, HT1 & HT2	TXT
183	B16b	Input aspirations (HT)	BQ T&HT	TXT
184	B16d	Context setting incidents exercises	CON, HT1 & HT2	TXT
185	B16e	It is important you have entered your aspirations	CON, HT1 & HT2	old static new code
186	Bk1	Explanation of context setting exercises	CON, T1 & T2	TXT
187	Bk2	Input aspirations (T)	BQ T&HT	TXT
188	Bk3	Context setting incidents exercises	CON, T1 & T2	TXT
189	Bk4	It is important you have entered your aspirations	CON, T1 & T2	NEW!

190	BQ1	Introduction to background questionnaire (HT)	TXT
191	BQ2	Display teacher background questionnaire	TXT
192	BQ3	Introduction to background questionnaire (T)	TXT
193	BQ4	Display headteacher background questionnaire	TXT
194	BQ5	Thank you and move on	TXT
195	BQ6	Sub-set of BQ4 (queetions 1 to 9)	TXT
196	BQ7	Sub-set of BQ2 - teacher' BG questionnaire	TXT
197	C14a	Explanation of styles feedback process	TXT
198	C14b	Self-rater table	TBL
199	C14c	Static intro to comparison styles chart	TXT
200	C14d	Free text jottings for style	TXT
201	C14e	LSI Self table text matrix	TXT
202	C14f	Phases-text-selection-matrix	TXT
203	C14g	Self/Rater Comparison text matrix	TXT
204	C14h	Comparison text selection matrix	TXT
205	C14i	Rater agreement text matrix	TXT
206	C14j	Rater styles table text matrix	TXT
207	C14l	S-dom, sec and inert - self	TBL
208	C14m(C8e)	Static introduction to rater styles table	TXT
209	C14n	S-dom, sec and inert - rater	TBL
210	C14o(C8a)	Static introduction to self styles table	TXT
211	C1a - C6a	AS-IS	CHT
212	C1b - C6b	AR-IR	CHT
213	C1c - C6c	AS-SR	CHT
214	C1d - C6d	AR norms	CHT
215	C1f	Climate dimension text matrix	TXT
216	C1h	Jotter	TXT
217	C1j	Static intro to chart AS-IS - Flexibility (including rater agreement text)	TXT
218	C1j - C6j	Rater agreement table within:	TBL
219	Clk	Static intro to chart AR-IR - Flexibility	TXT
220	C1m	Static intro to chart AS-SR - Flexibility	TXT
221	C1n	Static intro to chart AR(Norms - Flexibility	TXT
222	C1o	CSI Rater agreement text matrix	TXT
223	C1p	Static introduction to per dimension summary chart - Flexibility	TXT
224	C1q - C6q	Summary	CHT

225	C2j	Static intro to chart AS-IS - Responsibility (including rater agreement text)	FEED, HT1(1)	TXT
226	C2k	Static intro to chart AR-IR - Responsibility	FEED, HT1(1)	TXT
227	C2m	Static intro to chart AS-AR - Responsibility	FEED, HT1(1)	TXT
228	C2n	Static intro to chart AR/Norms - Responsibility	FEED, HT1(1)	TXT
229	C2p	Static introduction to per dimension summary chart - Responsibility	FEED, HT1(1)	TXT
230	C3j	Static intro to chart AS-IS - Standards (including rater agreement text)	FEED, HT1(1)	TXT
231	C3k	Static intro to chart AR-IR - Standards	FEED, HT1(1)	TXT
232	C3m	Static intro to chart AS-AR - Standards	FEED, HT1(1)	TXT
233	C3n	Static intro to chart AR/Norms - Standards	FEED, HT1(1)	TXT
234	C3p	Static introduction to per dimension summary chart - Standards	FEED, HT1(1)	TXT
235	C4j	Static intro to chart AS-IS - Rewards (including rater agreement text)	FEED, HT1(1)	TXT
236	C4k	Static intro to chart AR-IR - Rewards	FEED, HT1(1)	TXT
237	C4m	Static intro to chart AS-AR - Rewards	FEED, HT1(1)	TXT
238	C4n	Static intro to chart AR/Norms - Rewards	FEED, HT1(1)	TXT
239	C4p	Static introduction to per dimension summary chart - Rewards	FEED, HT1(1)	TXT
240	C5j	Static intro to chart AS-IS - Clarity (including rater agreement text)	FEED, HT1(1)	TXT
241	C5k	Static intro to chart AR-IR - Clarity	FEED, HT1(1)	TXT
242	C5m	Static intro to chart AS-AR - Clarity	FEED, HT1(1)	TXT
243	C5n	Static intro to chart AR/Norms - Clarity	FEED, HT1(1)	TXT
244	C5p	Static introduction to per dimension summary chart - Clarity	FEED, HT1(1)	TXT
245	C6j	Static intro to chart AS-IS - Team Commitment (including rater agreement text)	FEED, HT1(1)	TXT
246	C6k	Static intro to chart AR-IR - Team Commitment	FEED, HT1(1)	TXT
247	C6m	Static intro to chart AS-AR - Team Commitment	FEED, HT1(1)	TXT
248	C6n	Static intro to chart AR/Norms - Team Commitment	FEED, HT1(1)	TXT
249	C6p	Static introduction to per dimension summary chart - Team Commitment	FEED, HT1(1)	TXT
250	C7a	AS-AR	FEED, HT1(1)	CHT
251	C7b	AR norms	FEED, HT1(1)	CHT
252	C7e	Overall text selection matrix		TXT
253	C7d	Overall Climate summary text selection matrix	FEED HT1(1)	TXT
254	C7e	Explanation of full feedback process	FEED HT1(1)	TXT
255	C7f	Static intro to summary	FEED HT1(1)	TXT
256	C7g	Sensitive intro to summary	FEED HT1(1)	TXT

257	C7h	Free text jottings Climate	FEED HT1(1)	TXT
258	C7j	Explanation of climate feedback process	FEED HT1(1)	TXT
259	C7k	Explanation of norms	FEED HT1(1)	TXT
260	C7r	Static - explanation of blank dimensions	FEED HT1(1)	TXT
261	Ca1 - Ci1	AS-IS	FEED, ST1	CHT
262	Ca10	Static intro to chart AS-IS - Clarity (including rater agreement text)	FEED, ST1	TXT
263	Ca10 - Ci10	Rater agreement table within:	FEED ST1/PT1	TBL
264	Ca11	Static intro to chart AR-IR - Clarity	FEED, ST1	TXT
265	Ca12	Static intro to chart SECONDARY AS-AR - Clarity	FEED, ST1	TXT
266	Ca13	Static intro to chart SECONDARY AR-norms - Clarity	FEED, ST1	TXT
267	Ca16 - Ci16	AS	FEED, PT1	CHT
268	Ca17	Static intro to chart PRIMARY AS - Clarity	FEED, PT1	TXT
269	Ca19	Primary climate dimension text matrix	FEED, PT1	TXT
270	Ca2 - Ci2	AR-IR	FEED ST1	CHT
271	Ca20-Ci20	Rater agreement text matrix	FEED ST1/PT1	TXT
272	Ca21	Static intro to chart PRIMARY AR-norms - Clarity	FEED, PT1	TXT
273	Ca22	Static intro to chart per dimension summary - Clarity	FEED ST1/PT1	TXT
274	Ca23 - Ci23	Summary	FEED ST1	CHT
275	Ca24 - Ci24	Summary	FEED, PT1	CHT
276	Ca25	Static intro to chart PRIMARY AS-AR (incl. rater agree text) - Clarity	FEED, PT1	TXT
277	Ca3 - Ci3	AS-AR	FEED ST1/PT1	CHT
278	Ca4 - Ci4	AR norms	FEED ST1/PT1	CHT
279	Ca6	Secondary climate dimension text matrix	FEED, ST1	TXT
280	Ca7-Ci7	Jotter	FEED, ST1/PT1	TXT
281	Cb10	Static intro to chart AS-IS - Standards (including rater agreement text)	FEED, ST1	TXT
282	Cb11	Static intro to chart AR-IR - Standards	FEED, ST1	TXT
283	Cb12	Static intro to chart SECONDARY AS-AR - Standards	FEED, ST1	TXT
284	Cb13	Static intro to chart SECONDARY AR-norms - Standards	FEED, ST1	TXT
285	Cb17	Static intro to chart PRIMARY AS - Standards	FEED, PT1	TXT
286	Cb21	Static intro to chart PRIMARY AR-norms - Standards	FEED, PT1	TXT
287	Cb22	Static intro to chart per dimension summary - Standards	FEED ST1/PT1	TXT
288	Cb25	Static intro to chart PRIMARY AS-AR (incl. rater agree text) - Standards	FEED, PT1	TXT
289	Cc10	Static intro to chart AS-IS - Order (including rater agreement text)	FEED, ST1	TXT
290	Cc11	Static intro to chart AR-IR - Order	FEED, ST1	TXT

291	Cc12	Static intro to chart SECONDARY AS-AR - Order	FEED, ST1	TXT
292	Cc13	Static intro to chart SECONDARY AR-norms - Order	FEED, ST1	TXT
293	Cc17	Static intro to chart PRIMARY AS - Order	FEED, PT1	TXT
294	Cc21	Static intro to chart PRIMARY AR-norms - Order	FEED, PT1	TXT
295	Cc22	Static intro to chart per dimension summary - Order	FEED ST1/PT1	TXT
296	Cc25	Static intro to chart PRIMARY AS-AR (incl. rater agree text) - Order	FEED, PT1	TXT
297	Cd10	Static intro to chart AS-IS - Fairness (including rater agreement text)	FEED, ST1	TXT
298	Cd11	Static intro to chart AR-IR - Fairness	FEED, ST1	TXT
299	Cd12	Static intro to chart SECONDARY AS-AR - Fairness	FEED, ST1	TXT
300	Cd13	Static intro to chart SECONDARY AR-norms - Fairness	FEED, ST1	TXT
301	Cd17	Static intro to chart PRIMARY AS - Fairness	FEED, PT1	TXT
302	Cd21	Static intro to chart PRIMARY AR-norms - Fairness	FEED, PT1	TXT
303	Cd22	Static intro to chart per dimension summary - Fairness	FEED ST1/PT1	TXT
304	Cd25	Static intro to chart PRIMARY AS-AR (incl. rater agree text) - Fairness	FEED, PT1	TXT
305	Ce10	Static intro to chart AS-IS - Participation (including rater agreement text)	FEED, ST1	TXT
306	Ce11	Static intro to chart AR-IR - Participation	FEED, ST1	TXT
307	Ce12	Static intro to chart SECONDARY AS-AR - Participation	FEED, ST1	TXT
308	Ce13	Static intro to chart SECONDARY AR-norms - Participation	FEED, ST1	TXT
309	Ce17	Static intro to chart PRIMARY AS - Participation	FEED, PT1	TXT
310	Ce21	Static intro to chart PRIMARY AR-norms - Participation	FEED, PT1	TXT
311	Ce22	Static intro to chart per dimension summary - Participation	FEED ST1/PT1	TXT
312	Ce25	Static intro to chart PRIMARY AS-AR (incl. rater agree text) - Participation	FEED, PT1	TXT
313	Cf10	Static intro to chart AS-IS - Support (including rater agreement text)	FEED, ST1	TXT
314	Cf11	Static intro to chart AR-IR - Support	FEED, ST1	TXT
315	Cf12	Static intro to chart SECONDARY AS-AR - Support	FEED, ST1	TXT
316	Cf13	Static intro to chart SECONDARY AR-norms - Support	FEED, ST1	TXT
317	Cf17	Static intro to chart PRIMARY AS - Support	FEED, PT1	TXT
318	Cf21	Static intro to chart PRIMARY AR-norms - Support	FEED, PT1	TXT
319	Cf22	Static intro to chart per dimension summary - Support	FEED ST1/PT1	TXT
320	Cf25	Static intro to chart PRIMARY AS-AR (incl. rater agree text) - Support	FEED, PT1	TXT
321	Cg10	Static intro to chart AS-IS - Safety (including rater agreement text)	FEED, ST1	TXT
322	Cg11	Static intro to chart AR-IR - Safety	FEED, ST1	TXT

323	Cg12	Static intro to chart SECONDARY AS-AR - Safety	FEED, ST1	TXT
324	Cg13	Static intro to chart SECONDARY AR-norms - Safety	FEED, ST1	TXT
325	Cg17	Static intro to chart PRIMARY AS - Safety	FEED, PT1	TXT
326	Cg21	Static intro to chart PRIMARY AR-norms - Safety	FEED, PT1	TXT
327	Cg22	Static intro to chart per dimension summary - Safety	FEED ST1/PT1	TXT
328	Cg25	Static intro to chart PRIMARY AS-AR (incl. rater agree text) - Safety	FEED, PT1	TXT
329	Ch10	Static intro to chart AS-IS - Interest (including rater agreement text)	FEED, ST1	TXT
330	Ch11	Static intro to chart AR-IR - Interest	FEED, ST1	TXT
331	Ch12	Static intro to chart SECONDARY AS-AR - Interest	FEED, ST1	TXT
332	Ch13	Static intro to chart SECONDARY AR-norms - Interest	FEED, ST1	TXT
333	Ch17	Static intro to chart PRIMARY AS - Interest	FEED, PT1	TXT
334	Ch21	Static intro to chart PRIMARY AR-norms - Interest	FEED, PT1	TXT
335	Ch22	Static intro to chart per dimension summary - Interest	FEED ST1/PT1	TXT
336	Ch25	Static intro to chart PRIMARY AS-AR (incl. rater agree text) - Interest	FEED, PT1	TXT
337	Ci10	Static intro to chart AS-IS - Environment (including rater agreement text)	FEED, ST1	TXT
338	Ci11	Static intro to chart AR-IR - Environment	FEED, ST1	TXT
339	Ci12	Static intro to chart SECONDARY AS-AR - Environment	FEED, ST1	TXT
340	Ci13	Static intro to chart SECONDARY AR-norms - Environment	FEED, ST1	TXT
341	Ci17	Static intro to chart PRIMARY AS - Environment	FEED, PT1	TXT
342	Ci21	Static intro to chart PRIMARY AR-norms - Environment	FEED, PT1	TXT
343	Ci22	Static intro to chart per dimension summary - Environment	FEED ST1/PT1	TXT
344	Ci25	Static intro to chart PRIMARY AS-AR (incl. rater agree text) - Environment	FEED, PT1	TXT
345	Cj1	AS-AR	FEED ST1/PT1	CHT
346	Cj10	Explanation of norms	FEED ST1/PT1	TXT
347	Cj14	Static - explanation of blank dimensions	FEED ST1/PT1	TXT
348	Cj2	AR norms	FEED ST1/PT1	CHT
349	Cj3	Overall text-selection-matrix	FEED ST1/PT1	TXT
350	Cj4	Overall Climate summary text matrix	FEED ST1/PT1	TXT
351	Cj5	Explanation of full feedback process	FEED ST1	TXT
352	Cj6	Static intro to summary	FEED ST1/PT1	TXT
353	Cj7	Sensitive intro to summary	FEED ST1/PT1	TXT
354	Cj8	Free text jottings - Climate	FEED ST1/PT1	TXT
355	Cj9	Training-to-use-feedback-system	FEED ST1	TXT

356	CP1	Input username and password	CPASS	TXT
357	CP2	Static not allowed to change password	CPASS	TXT
358	CP5	Static: new password now active	CPASS	TXT
359	CSM1	Display current details	CSM	TXT
360	CSM2	Display user options	CSM	TXT
361	CSM3	Ask user to confirm delete	CSM	TXT
362	CSM4	Delete school manager data from database	CSM	TXT
363	CSM5	Input user name	CSM	TXT
364	CSM6	How would you like to send out these details?	CSM	TXT
365	CSM7	Print user name and password	CSM	TXT
366	CSNRHT1	Set create nominate raters intro	CSNRHT	TXT
367	CSNRHT10	Create another set	CSNRHT	TXT
368	CSNRHT12	Not allowed more want to edit a set?	CSNRHT	TXT
369	CSNRHT13	Print e-mails	CSNRHT	TXT
370	CSNRHT14	Static: have to nominate at least 5 raters	CSNRHT	TXT
371	CSNRHT15	Intro to school and head background questionnaire subset check	CSNRHT	TXT
372	CSNRHT15	Nominate new raters	CSNRHT	TXT
373	CSNRHT6	Please re-enter address	CSNRHT	TXT
374	CSNRHT7	Set deadline date Dropdown list	CSNRHT	TXT
375	CSNRHT8	Happy with set details?	CSNRHT	TXT
376	CSNRHT9	Delete or edit set	CSNRHT	TXT
377	CSNR1	Set create nominate raters intro	CSNR_T	TXT
378	CSNR10	Create another set	CSNR_T	TXT
379	CSNR11	Is no of sets > = no of existing sets this year for user	CSNR_T	TXT
380	CSNR11	Have all sets been created?	CSNR T/HT	ALGO
381	CSNR12	Not allowed more want to edit a set?	CSNR_T	TXT
382	CSNR13	Print e-mails	CSNR_T	TXT
383	CSNR14	Routing for Set Phase Classification (STP)	CSNR_T	ALGO
384	CSNR15	Text for reading age of under seven - may need to help	CSNR_T	TXT
385	CSNR17	Static: have to nominate at least 7 raters	CSNR_T	TXT
386	CSNR18	Intro to background questionnaire sub-set	CSNR_T	TXT
387	CSNR2	Name the set	CSNR_T	TXT
388	CSNR3	Display set questionnaire - 9 questions	CSNR_T	TXT
389	CSNR4	Ask user if prefers to be Pri or Sec	CSNR_T	TXT
390	CSNR4	Does teacher want primary or secondary?	CSNR_T	ALGO
391	CSNR5	Nominate raters	CSNR_T	TXT

392	CSNR6	CSNR_T	TXT
393	CSNR7	CSNR_T	TXT
394	CSNR7	CSNR T/HT	ALGO
395	CSNR8	CSNR_T	TXT
396	CSNR9	CSNR_T	TXT
397	D14a	FEED HT1 (2)	TXT
398	D14b	FEED HT1 (2)	TXT
399	D14c	FEED HT1 (2)	TXT
400	D14d	FEED HT1 (2)	TXT
401	D14e	FEED HT1 (2)	TXT
402	D14f	FEED HT1 (2)	TXT
403	D14g	FEED HT1 (2)	TXT
404	D14h	FEED HT1 (2)	TXT
405	D14j	FEED HT1 (2)	TXT
406	D14k	FEED HT1 (2)	TXT
407	D16a	CRY, HT1	TBL
408	D16c	FEED HT1 (1)	TXT
409	D16d	CRY, HT1	TXT
410	D16f	CRY, HT1	TXT
411	D16j	CRY, HT1	TXT
412	D16k	CRY, HT1	TXT
413	D16m	CRY, HT1	TXT
414	D1a-D6a	CRY, HT1	TXT
415	D7a	FEED HT1 (1)	TXT
416	D7b	FEED HT1 (1)	TXT
417	D7c	FEED HT1 (1)	TXT
418	D7d	FEED HT1 (1)	TXT
419	D7e	FEED HT1 (1)	TXT
420	Da1-D11	FEED ST1/PT1	TXT
421	Dj1	FEED ST1/PT1	TXT
422	Dj10	CRY T1	TXT
423	Dj11	CRY T1	TXT
424	Dj12	CRY T1	TXT
425	Dk1	CRY T1	TBL
426	Dk10	FEED ST1/PT1	TXT
427	Dk11	CRY T1	TXT

428	Dk3	DAWMA/Priority full text matrix	CRY T1	TXT
429	Dk4	Priority-text-selection-matrix		
430	Dk7			
431	Dk8	Warning - Upset	FEED ST1/PT1	TXT
432	Dk9	Warning - Angry	FEED ST1/PT1	TXT
433	E14a	Reflective questions for style	FEED HT1(2)	TXT
434	E1a	Input from CSI Flexibility reflective questions	FEED, HT1(1)	TXT
435	E1b-E6b	Priority selection (Low = 1, Med = 2, High = 3)	FEED, HT1(1)	TXT
436	E2a	Input from CSI Responsibility reflective questions	FEED, HT1(1)	TXT
437	E3a	Input from CSI Standards reflective questions	FEED, HT1(1)	TXT
438	E4a	Input from CSI Rewards reflective questions	FEED, HT1(1)	TXT
439	E5a	Input from CSI Clarity reflective questions	FEED, HT1(1)	TXT
440	E6a	Input from CSI Team Commitment reflective questions	FEED, HT1(1)	TXT
441	E7a	Reflective questions	FEED HT1(1)	TXT
442	Ea1	Input from reflective questions - Clarity	FEED ST1/PT1	TXT
443	EA1	Produce table of subject available	EA1	ALGO
444	EA18	Produce table of key stages available	EA18	ALGO
445	EA19-21	Produce key stage charts (2)	EA19-21	ALGO
446	EA2	Produce school average chart (2)	EA2	ALGO
447	EA24	Produce group secondary average chart	EA24	ALGO
448	EA25	Produce group primary average chart (2)	EA25	ALGO
449	EA26	Produce table of schools available	EA26	ALGO
450	EA27	Calculate average of the average rater scores (i.e. each set of rater has weighting of 1)	EA27	ALGO
451	EA28	Find the minimum of the average rate scores	EA28	ALGO
452	EA29	Find the maximum of the average rater scores	EA29	ALGO
453	Ea2-Ei2	Priority selection (Low = 1, Med = 2, High = 3)	FEED ST1/RT1	TXT
454	EA30	Calculate the historical average of the rater scores	EA30	ALGO
455	EA31	Calculate the gap - Average-AverageH	EA31	ALGO
456	EA32	Mark the gap - Average-AverageH - 5 types - secondary	EA32	ALGO
457	EA33	Calculate average of the average rater scores (i.e., each set of raters has weighting of 1)	EA33	ALGO
458	EA34	Find the minimum of the average rater scores	EA34	ALGO
459	EA35	Find the maximum of the average rater scores	EA35	ALGO
460	EA36	Calculate the historical average of the average rater scores	EA36	ALGO
461	EA37	Calculate the gap - Average-AverageH	EA37	ALGO
462	EA38	Mark the gap - Average-AverageH - 5 types - secondary	EA38	ALGO

463	EA39	Calculate average of the average rater scores (i.e. each set of raters has weighting of 1)	EA39	ALGO
464	EA3-EA17	Produce subject charts (2)	EA3-EA17	ALGO
465	EA40	Find the minimum of the average rater scores	EA40	ALGO
466	EA41	Find the maximum of the average rater scores	EA41	ALGO
467	EA42	Calculate the historical average of the average rater scores	EA42	ALGO
468	EA43	Calculate the gap - Average-AverageH	EA43	ALGO
469	EA44	Mark the gap - Average-AverageH - 5 types - primary	EA44	ALGO
470	EA45	Calculate average of the average rater scores (i.e. each set of raters has weighting of 1)	EA45	ALGO
471	EA46	Find the minimum of the average rater scores	EA46	ALGO
472	EA47	Find the maximum of the average rater scores	EA47	ALGO
473	EA48	Calculate the historical average of the average rater scores	EA48	ALGO
474	EA49	Calculate the gap - Average-AverageH	EA49	ALGO
475	EA50	Mark the gap - Average-AverageH - 5 types - primary	EA50	ALGO
476	EA51	Produce table of schools that have registered	EA51	ALGO
477	EACj11	Tables of Key Stages	EA	TBL
478	EACj18	Table of schools	EA	TBL
479	EACj3	Table of subjects	EA	TBL
480	Eb1	Input from reflective questions - Standards	FEED ST1/PT1	TXT
481	Ec1	Input from reflective questions - Order	FEED ST1/PT1	TXT
482	Ed1	Input from reflective questions - Fairness	FEED ST1/PT1	TXT
483	Ee1	Input from reflective questions - Participation	FEED ST1/PT1	TXT
484	Ef1	Input from reflective questions - Support	FEED ST1/PT1	TXT
485	Eg1	Input from reflective questions - Safety	FEED ST1/PT1	TXT
486	Eh1	Input from reflective questions - Interest	FEED ST1/PT1	TXT
487	Ei1	Input from reflective questions - Environment	FEED ST1/PT1	TXT
488	Ej1	Overall Reflective questions input	FEED ST1/PT1	TXT
489	EMET10	Intro for school manager	EMET TABLE	TXT
490	EMET11	Don't forget to action plan	EMET TABLE	TXT
491	EMET13	Prompt at milestones	EMET TABLE	TXT
492	EMET14	Re survey?	EMET TABLE	TXT
493	EMET15	Time to start again	EMET TABLE	TXT
494	EMET16	Don't forget to review	EMET TABLE	TXT
495	EMET17	New academic year - do you want to buy	EMET TABLE	TXT
496	EMET1a	Intro process Adult Raters	EMET TABLE	TXT
497	EMET1b	Intro process Student Raters	EMET TABLE	TXT

498	EMET2	EMET TABLE	TXT
499	EMET3	EMET TABLE	TXT
500	EMET4	EMET TABLE	TXT
501	EMET5	EMET TABLE	TXT
502	EMET6	EMET TABLE	TXT
503	EMET7	EMET TABLE	TXT
504	EMET8	EMET TABLE	TXT
505	EMET9	EMET TABLE	TXT
506	F15a	Feedback ready	TXT
507	F15b	Select another rater	TXT
508	F15c	Static Intro "Planning to make changes"	TBL
509	F15d	Sensitive Static Intro "Planning to make changes"	TBL
510	F15e	More than 3 priorities - 1st attempt try again	TXT
511	F15f	More than 3 priorities - 2nd attempt try again	TXT
512	F1a	Too hard a target text	TXT
513	F1b	What does it look like in practice - Flexibility	TXT
514	F1c	What can I do? - Flexibility	TXT
515	F1d	Relation to my context - Flexibility	TXT
516	F2a	Obstacles in my context - Flexibility	TXT
517	F2b	What does it look like in practice - Responsibility	TXT
518	F2c	What can I do? - Responsibility	TXT
519	F2d	Relation to my context - Responsibility	TXT
520	F3a	Obstacles in my context - Responsibility	TXT
521	F3b	What does it look like in practice - Standards	TXT
522	F3c	What can I do? - Standards	TXT
523	F3d	Relation to my context - Standards	TXT
524	F4a	Obstacles in my context - Standards	TXT
525	F4b	What does it look like in practice - Rewards	TXT
526	F4c	What can I do? - Rewards	TXT
527	F4d	Relation to my context - Rewards	TXT
528	F5a	Obstacles in my context - Rewards	TXT
529	F5b	What does it look like in practice - Clarity	TXT
530	F5c	What can I do? - Clarity	TXT
531	F5d	Relation to my context - Clarity	TXT
532	F6a	Obstacles in my context - Clarity	TXT
533	F6b	What does it look like in practice - Team Commitment	TXT
		What can I do? - Team Commitment	TXT

534	F6c	Relation to my context - Team Commitment	PRI, HT1	TXT
535	F6d	Obstacles in my context - Team Commitment	PRI, HT1	TXT
536	Fa1	What does it look like in practice - Clarity	PRI T1	TXT
537	Fa2	What can I do? - Clarity	PRI T1	TXT
538	Fa3	Relation to my context - Clarity	PRI T1	TXT
539	Fa4	Obstacle in my context - Clarity	PRI T1	TXT
540	Fb1	What does it look like in practice - Standards	PRI T1	TXT
541	Fb2	What can I do? - Standards	PRI T1	TXT
542	Fb3	Relation to my context - Standards	PRI T1	TXT
543	Fb4	Obstacle in my context - Standards	PRI T1	TXT
544	Fc1	What does it look like in practice - Order	PRI T1	TXT
545	Fc2	What can I do? - Order	PRI T1	TXT
546	Fc3	Relation to my context - Order	PRI T1	TXT
547	Fc4	Obstacle in my context - Order	PRI T1	TXT
548	Fd1	What does it look like in practice - Fairness	PRI T1	TXT
549	Fd2	What can I do? - Fairness	PRI T1	TXT
550	Fd3	Relation to my context - Fairness	PRI T1	TXT
551	Fd4	Obstacle in my context - Fairness	PRI T1	TXT
552	Fe1	What does it look like in practice - Participation	PRI T1	TXT
553	Fe2	What can I do? - Participation	PRI T1	TXT
554	Fe3	Relation to my context - Participation	PRI T1	TXT
555	Fe4	Obstacle in my context - Participation	PRI T1	TXT
556	Ff1	What does it look like in practice - Support	PRI T1	TXT
557	Ff2	What can I do? - Support	PRI T1	TXT
558	Ff3	Relation to my context - Support	PRI T1	TXT
559	Ff4	Obstacle in my context - Support	PRI T1	TXT
560	Fg1	What does it look like in practice - Safety	PRI T1	TXT
561	Fg2	What can I do? - Safety	PRI T1	TXT
562	Fg3	Relation to my context - Safety	PRI T1	TXT
563	Fg4	Obstacle in my context - Safety	PRI T1	TXT
564	Fh1	What does it look like in practice - Interest	PRI T1	TXT
565	Fh2	What can I do? - Interest	PRI T1	TXT
566	Fh3	Relation to my context - Interest	PRI T1	TXT
567	Fh4	Obstacle in my context - Interest	PRI T1	TXT
568	Fi1	What does it look like in practice - Environment	PRI T1	TXT
569	Fi2	What can I do? - Environment	PRI T1	TXT

570	FI3	PRI T1	TXT
571	FI4	PRI T1	TXT
572	Fj1	PRI T1	TXT
573	Fj2	PRI T1	TBL
574	Fj3	PRI T1	TXT
575	FP1	FP ALL	TXT
576	FP2	FP ALL	TXT
577	FP3	FP ALL	TXT
578	FP4	FP ALL	TXT
579	FP5	FP ALL	TXT
580	FP6	FP ALL	TXT
581	FP7	FP ALL/CPASS	TXT
582	G1.1-G1.16	VEST, T1	TXT
583	G12	VEST, T1	TXT
584	G13.1-G13.16	VEST, T1	TXT
	Do you want to input free text actions	VEST, T1	NEW
585	G14	VEST, HT1(1)	TXT
586	G16a	VEST, HT1(1)	TXT
587	G16d	VEST, HT1(1)	TXT
588	G16e	VEST, HT1(1)	TXT
589	G16e	VEST, HT1(1)	TBL
590	G16j	VEST, HT1(1)	TXT
591	G16k	VEST, HT1(4)	TXT
592	G16m	VEST, HT1(1)	TXT
593	G16n	VEST, HT1(1)	TXT
594	G16q	VEST, HT1(4)	TXT
595	G16r	VEST, HT1(1)	TXT
596	G16t	VEST, HT1(1)	NEW
597	G1a.1-G6a.1	VEST, HT1(1)	TBL
598	G1a.2-G6a.2	VEST, HT1(1)	TBL
599	G1b-G6b	VEST, HT1(2)	TXT
600	G1b-G6b	VEST, HT1(2)	TBL
601	G1c - G6c	VEST HT1(1)	TBL
	NOW A TABLE-Table-of-competencies-impacting-on-styles		
	Table of Competencies		
	Effective styles table		

602	G2.1-G2.16	VEST, T1	TXT
603	G3.1-G3.16	VEST, T1	TXT
604	G4.1-G4.16	VEST, T1	TXT
605	G7.1-G7.16, G8.1-G8.16, G9.1-G9.16	Explanation table and options - Iceberg 1-3	TXT
606	Gk1	Static How to use action planning	TXT
607	Gk10	Too hard a target text	TXT
608	Gk11	Intro to action planning	TXT
609	Gk12	Introduction into competencies impacting on dimension	NEW
610	Gk4	More than 3 priorities - 1st attempt try again	TXT
611	Gk5	Table of chosen priorities	TBL
612	Gk6	Table of Competencies	TBL
613	Gk7	AP table	TBL
614	Gk8	Static Next steps after action planning	TXT
615	Gk9	More than 3 priorities - 2nd attempt try again	TXT
616	HF1	Order of climate chart presentation	TXT
617	HF10	Produce priorities matrix	ALGO
618	HF11	Chance of success algorithm	ALGO
619	HF12	Was the reaction emotional	ALGO
620	HF13	Build on strengths (time 2 only) (2)	-
621	HF14	What was level of style and difference vs previous measurement? (time 2 only) (2)	VEST HT2 (1)
622	HF15	LSI Rater agreement text algo	HF14
623	HF16	Check for blank dimensions (code changed - duplication) - was HF7	VEST HT2 (2)
624	HF2a	Gap and absolute levels text algorithm - climate dimensions	HF15
625	HF2b	Gap and absolute level text algorithm - overall climate	ALGO
626	HF3	Too many bad reactions?	ALGO
627	HF4	Is data dodgy?	ALGO
628	HF5	System Rank of Styles in Order for self + text algo	ALGO
629	HF6a	System Rank of Styles in Order for rater + text algo	ALGO
630	HF6b	Styles comparison text algo	ALGO
631	HF8	CSI Rater agreement text algo	ALGO
632	HF8	Determine-what-level-style-is-displayed-at	ALGO
633	HF9	Produce emotions matrix	ALGO
634	HF7	Algo to identify HT's effective styles	ALGO

635	IR1	Static invalid individual ID	IR CONS	TXT
636	IR10	Input school info (School background questionnaire)	IR CONS	TXT
637	IR11	Welcome screen with personal & school data (HT)	IR CONS	TXT
638	IR13	Static user name or password invalid (HT)	IR CONS	TXT
639	IR14	Input log in details User name & password and aide memoire (HT,T,EA)	IR CONS	TXT
640	IR15	Welcome screen with own details (rater)	IR CONS	TXT
641	IR16	Input log in details User name & password and aide memoire (Rater)	IR CONS	TXT
642	IR17	Input full name (HT)	IR CONS	TXT
643	IR18	Input full name (T)	IR CONS	TXT
644	IR19	Privacy statement	IR CONS	TXT
645	IR2	Static invalid ID (any user)	IR CONS	TXT
646	IR3	Display privacy statement (IR19) and login information	IR CONS	TXT
647	IR4	Static invalid ID (any user)	IR CONS	TXT
648	IR5	Static password invalid (Rater)	IR CONS	TXT
649	IR6	Welcome screen with EA data	IR CONS	TXT
650	IR7	NOT TEXT Registration-complete {Auto-Login}	IR CONS	TXT
651	IR8	Welcome screen with personal & school data (T)	IR CONS	TXT
652	IR9	You have left blanks	IR CONS	TXT
653	J16a	Intro to action planning free text	VEST, HT1(2)	TXT
654	J16b	Do you want to input free text actions	VEST, HT1(2)	TXT
655	J16d	You have already done some action planning on this competency	VEST, HT1(2)	TXT
656	J16e	Intro to the iceberg questions	VEST, HT1(2)	TXT
657	J16g	Introduction into competencies impacting on chosen style	VEST, HT1(2)	TXT
658	J1b - J15b	Explanation of competency	VEST, HT1(2)	TXT
659	J1c	Iceberg Q1 (not J2c to J15c tool)	VEST, HT1(2)	TXT
660	J1d	Iceberg Q2 (not J2d to J15d tool)	VEST, HT1(2)	TXT
661	J1e	Iceberg Q3 (not J2e to J15e tool)	VEST, HT1(2)	TXT
662	J1h - J15h	Explanation table and options - [Iceberg 1-3	VEST, HT1(2)	TXT
663	K16a	Static How to use action planning	AP, HT1	TXT
664	K16b	AP table	AP, HT1	TBL
665	K16c	Static Next steps after action planning	AP, HT1	TXT
666	LIC_A1	Login screen Enter username/ password	LIC ALL	TXT

667	LIC_A2	Invalid login message 2 options	LIC ALL	TXT
668	LIC_AR1	Welcome screen and 2 options	LIC ALL	TXT
669	LIC_EA1	Welcome screen and 4 options	LIC ALL	TXT
670	LIC_EA2	EA feedback ready	LIC ALL	TXT
671	LIC_HT1	Welcome screen and 10 options	LIC ALL	TXT
672	LIC_HT2	Feedback ready	LIC ALL	TXT
673	LIC_PT1	Welcome screen and 9 options	LIC ALL	TXT
674	LIC_PT2	ST feedback ready	LIC ALL	TXT
675	LIC_SMI	Welcome screen and 3 options	LIC ALL	TXT
676	LIC_SM2	Feedback ready	LIC ALL	TXT
677	LIC_SR1	Welcome screen and 2 options	LIC ALL	TXT
678	LIC_ST1	Welcome screen and 9 options	LIC ALL	TXT
679	LIC_ST2	PT feedback ready	LIC ALL	TXT
680	PSRQ40	Calculate-dimension-spread-index-and-flag-{low,-medium,-high-agreement}	PSRQ40	ALGO
681	PSRQ43	Test-for-ORL-rater-per-dimension	PSRQ43	ALGO
682	PSRQ44	Test-for-data-rejection-per-dimension,-per-rater	PSRQ44	ALGO
683	PSRQ45	Mark-dimension-as-ORL,-per-rater	PSRQ45	ALGO
684	QAa1	LSI Instructions	COQ, HT2	TXT
685	QAa2	Display "X" LSI qns	COQ, HT2	TXT
686	QAa3	Invalid text 1 - scale funny	COQ, HT2	TXT
687	QAa4	Invalid text 2 - any blanks	COQ, HT2	TXT
688	QAa5	Invalid text 3 - too many blanks	COQ, HT2	TXT
689	QAa6	LSI Post-submit text	COQ, HT2	TXT
690	QAa7	Invalid text 4 - scale funny again, telephone us	COQ, HT2	TXT
691	QAb1	Intro and CSI Instructions	COQ, HT1	TXT
692	QAb2	Display "X" CSI qns	COQ, HT1	TXT
693	QAb3	Invalid text 1 - really messed it up, new instructions)	COQ, HT1	TXT
694	QAb4	Invalid text 2 - any blanks	COQ, HT1	TXT
695	QAb5	Invalid text 3 - too many blanks	COQ, HT1	TXT
696	QAb6	Invalid text 4 - really, really messed it up, telephone us	COQ, HT1	TXT
	QAb8	Invalid text 5 - incomplete pairs	COQ, HT1/ROQ SSR/ROQ AR1/COQ ST	TXT
697				
698	QAc1	Intro & instructions	COQ PT	TXT

699	QAc2	Display questions	TXT
700	QAc3	Invalid text 1 - really messed it up, new instructions)	TXT
701	QAc4	Invalid text 2 - any blanks	TXT
702	QAc5	Invalid text 3 - too many blanks	TXT
703	QAc6	post submit(text - thankyou	TXT
704	QAc7	Questionnaire display algorithm - self	ALGO
705	QAc8	Invalid text 4 - really, really messed it up, telephone us	TXT
706	QAd1	Intro & instructions	TXT
707	QAd2	Display questions	TXT
708	QAd3	Invalid text 1 - really messed it up, new instructions)	TXT
709	QAd4	Invalid text 2 - any blanks	TXT
710	QAd5	Invalid text 3 - too many blanks	TXT
711	QAd6	Invalid text 4 - really, really messed it up, telephone us	TXT
712	QAd7	Questionnaire display algorithm - self	ALGO
713	QAd8	post submit(text - thankyou	TXT
714	QAe1	LSI Instructions	TXT
715	QAe2	Display "x" LSI qns	TXT
716	QAe4	Invalid text 2 - any blanks	TXT
717	QAe5	Invalid text 3 - too many blanks	TXT
718	QAe6	LSI Post-submission text	TXT
719	QAf1	Intro and CSI Instructions	TXT
720	QAf2	Display "x" CSI qns	TXT
721	QAf4	Invalid text 2 - any blanks	TXT
722	QAf5	Invalid text 3 - too many blanks	TXT
723	QAg1	Questionnaire display algorithm - rater entry	ALGO
724	QAg2	Intro & instructions	TXT
725	QAg3	Display "x" Climate qns	TXT
726	QAg4	Invalid text 2 - any blanks	TXT
727	QAg5	Invalid text 3 - too many blanks	TXT
728	QAg6	post submit text - thankyou	TXT
729	QAg7	Demographic Q	ALGO
730	QAh1	Questionnaire display algorithm - rater entry	TXT
731	QAh2	Intro & instructions	TXT
732	QAh3	Display "x" Climate qns	TXT
733	QAh4	Invalid text 2 - any blanks	TXT
734	QAh5	Invalid text 3 - too many blanks	TXT

735	QAh6	post submit text - thankyou	ROQ SSR	TXT
736	QAh8	Demographic Q	ROQ SSR	TXI
737	QBa2	Validation algo 1 - scale check - self LSI	COQ HT2	HQ33
738	QBa2	Validation algo 2 - any blanks etc. - self LSI	COQ HT2	HQ1
739	QBa3	Validation algo 3 - many blank and check enough to calculate styles - self LSI	COQ HT2	HQ2
740	QBb1	Validation algo 1 - reversals etc. and scale check - self CSI	COQ HT1	HQ3
741	QBb2	Validation algo 2 - any blanks etc. - self CSI	COQ HT1	HQ4
742	QBb3	Validation algo 3 - many blanks and check enough to calculate dimensions - self CSI	COQ HT1	HQ5
743	QBb4	Validation algo 4 - pairs check - self CSI	COQ HT1	HQ32
744	QBc1	Validation algo 1 - scale check - self entry	COQ PT	PTQ15
745	QBc2	Validation algo 2 - any blanks - self entry	COQ PT	PTQ2
746	QBc3	Validation algo 3 - many blanks etc. and dimension check - self entry	COQ PT	PTQ3
747	QBd1	Validation algo 1 - reversals etc. and scale check - self entry	COQ ST	STQ2
748	QBd2	Validation algo 2 - any blanks etc - self entry	COQ ST	STQ3
749	QBd3	Validation algo 3 - many blanks etc and dimension check - self entry	COQ ST	STQ4
750	QBd4	Validation algo 4 - pairs check - self entry	COQ ST	STQ20
751	QBe2	Validation algo 2 - any blank - rater LSI entry	ROQ AR2	ARQ1
752	QBe3	Validation algo 3 - many blank - rater LSI entry	ROQ AR2	ARQ2
753	QBf2	Validation algo 2 - any blank + complete pairs - rater CSI entry	ROQ ARI	ARQ3
754	QBf3	Validation algo 3 - many blank - rater CSI entry	ROQ ARI	ARQ4
755	QBf4	Validation algo 4 - pairs check - rater CSI entry	ROQ ARI	ARQ38
756	QBg2	Validation algorithm 2 - any blank - rater entry	ROQ PSR	PSRQ2
757	QBg3	Validation algorithm 3 - many blank - rater entry	ROQ PSR	PSRQ3
758	QBh2	Validation algo 2 - any blank - rater entry	ROQ SSR	SSRQ2
759	QBh3	Validation algo 3 - many blank - rater entry	ROQ SSR	SSRQ3
760	QBh4	Validation algo 4 - pairs check - rater entry	ROQ SSR	SSRQ20
761	QCe1	Scale checks - rater LSI clean	IQC AR2	ARQ5
762	QCe2	Blanks checks - rater LSI clean	IQC AR2	ARQ6
763	QCf1	Scale checks - rater CSI clean	IQC ARI	ARQ7
764	QCf2	Blanks checks - rater CSI clean	IQC ARI	ARQ8
765	QCf3	Reversals check - rater CSI clean	IQC ARI	ARQ9
766	QCg1	Scale checks - rater clean	IQC PSR	PSRQ4
767	QCg2	Blank checks - rater clean	IQC PSR	PSRQ5

768	QCh1	Scale checks - rater clean	IQC	SSR	SSRQ4	ALGO
769	QCh2	Blanks checks - rater clean	IQC	SSR	SSRQ5	ALGO
770	QCh3	Reversals check - rater clean	IQC	SSR	SSRQ6	ALGO
771	QDa1	Reverse LSI question scores	IQP	HT	HQ8	ALGO
772	QDa2	Calculate LSI self style scores (leave invalid styles blank)	IQP	HT	HQ9	ALGO
773	QDa3	Calculate LSI self percentiles	IQP	HT	HQ10	ALGO
774	QDb1	Reverse CSI self question scores	IQP	HT	HQ6	ALGO
775	QDb2	Calculate CSI self dimension scores actual and ideal (leave invalid dimensions blank)	IQP	HT	HQ7	ALGO
776	QDc1	Reverse self question scores	IQP	PT	PTQ4	ALGO
777	QDc2	Calculate self dimension scores actual (leave invalid dimensions blank)	IQP	PT	PTQ5	ALGO
778	QDd1	Reverse self question scores - actual and ideal	IQP	ST	STQ5	ALGO
779	QDd2	Calculate self dimension scores actual and ideal (leave invalid dimensions blank)	IQP	ST	STQ6	ALGO
780	QDe1	Reverse LSI rater scores	IQP	AR	ARQ10	ALGO
781	QDe2	Calculate LSI rater styles (leave invalid styles blank)	IQP	AR	ARQ11	ALGO
782	QDe3	Calculate LSI rater percentiles	IQP	AR	ARQ12	ALGO
783	QDf1	Reverse CSI rater scores	IQP	AR	ARQ13	ALGO
784	QDf2	Calculate CSI rater dimensions - actual and ideal (leave invalid dimensions blank)	IQP	AR	ARQ14	ALGO
785	QDg1	reverse rater scores	IQP	PSR	PSRQ6	ALGO
786	QDg2	Calculate rater dimensions - actual (leave invalid dimensions blank)	IQP	PSR	PSRQ7	ALGO
787	QDh1	Reverse rater scores - actual and ideal	IQP	SSR	SSRQ7	ALGO
788	QDh2	Calculate rater dimensions - actual and ideal (leave invalid dimensions blank)	IQP	SSR	SSRQ8	ALGO
789	QEe2	Calculate-style-average-of-raters	SQC	AR2	ARQ16	ALGO
790	QEe4	Calculate rater agreement by dimension and flag - LSI	SQC	AR2	ARQ18	ALGO
791	QEe5	Style validity check - LSI	SQC	AR2	ARQ19	ALGO
792	QEf2	Calculate-dimension-average-of-raters---I&A	SQC	AR4	ARQ28	ALGO
793	QEf4	Calculate rater agreement by dimension and flag - CSI	SQC	ARI	ARQ30	ALGO
794	QEf5	Dimension validity check actual and ideal	SQC	ARI	ARQ31	ALGO
795	QEg1	Calculate-dimension-average-of-raters	PSRQ	Q8	PSRQ8	ALGO
796	QEg2	Calculate rater agreement by dimension and flag	SQC	PSR	PSRQ11	ALGO
797	QEg4	Dimension validity check	SQC	PSR	PSRQ12	ALGO
798	QEg5	Calculate-dimension-average-of-raters---I&A	SSRQ	40	SSRQ40	ALGO

800	QEh4	Calculate rater agreement by dimension and flag	SQC SSR	SSRQ12	ALGO
801	QEh5	Dimension validity check - I&A	SQC SSR	SSRQ13	ALGO
802	QFe1	Calculate calculable average styles scores, drawing on rejection flags	SQC AR2	ARQ24	ALGO
803	QFe2	Re-calculate-and-save-spread-index	SQC AR2	ARQ25	ALGO
804	QFe3	Calculate-LSI-percentiles	SQC AR2	ARQ26	ALGO
805	QFf1	Calculate calculable average dimensions scores, drawing on rejection flags	SQC AR1	ARQ36	ALGO
806	QFf2	Re-calculate-and-save-spread-index	SQC AR1	ARQ37	ALGO
807	QFg1	Calculate calculable average dimensions scores, drawing on rejection flags	SQC PSR	PSRQ17	ALGO
808	QFg2	Re-calculate-and-save-spread-index	SQC PSR	PSRQ18	ALGO
809	QFh1	Calculate calculable average dimensions scores, drawing on rejection flags	SQC SSR	SSRQ18	ALGO
810	QFh2	Re-calculate-and-save-spread-index	SQC SSR	SSRQ19	ALGO
811	QGa1	Allocate LSI Style score markers - self - 3 types	DM HT	HQ11	ALGO
812	QGa2	Allocate LSI Style score markers - raters - 3 types	DM HT	HQ12	ALGO
813	QGa3	Calculate LSI self - rater gaps	DM HT	HQ13	ALGO
814	QGa4	Mark LSI self - rater gaps - 7 types	DM HT	HQ14	ALGO
815	QGa6	Calculate self (1) - self (2) LSI gaps	DM HT	HQ15	ALGO
816	QGa7	Mark self (1) - self (2) LSI gaps	DM HT	HQ16	ALGO
817	QGa8	Calculate rater (1) - rater (2) LSI gaps	DM HT	HQ17	ALGO
818	QGa9	Mark rater (1) - rater (2) LSI gaps	DM HT	HQ18	ALGO
819	QGb1	Calculate AS-IS gaps	DM HT	HQ19	ALGO
820	QGb10	Mark AS-ASH gaps	DM HT	HQ28	ALGO
821	QGb11	Mark AR-ARRH gaps	DM HT	HQ29	ALGO
822	QGb12	Calculate (AS-AR) - (ASH-ARRH) gaps	DM HT	HQ30	ALGO
823	QGb13	Mark (AS-AR) - (ASH-ARRH) gaps	DM HT	HQ31	ALGO
824	QGb2	Calculate AR-IRR gaps	DM HT	HQ20	ALGO
825	QGb3	Calculate AS-AR gaps	DM HT	HQ21	ALGO
826	QGb4	Derive score marker per dimension - 3 types	DM HT	HQ22	ALGO
827	QGb5	Mark AS-IS gaps - 7 types	DM HT	HQ23	ALGO
828	QGb6	Mark AR-IR gaps - 7 types	DM HT	HQ24	ALGO
829	QGb7	Mark AS-AR gaps - 7 types	DM HT	HQ25	ALGO
830	QGb8	Calculate AS-ASH gaps	DM HT	HQ26	ALGO
831	QGb9	Calculate AR-ARRH gaps	DM HT	HQ27	ALGO
832	QGd1	Calculate AS-IS gaps	DM ST	STQ7	ALGO

833	QGd10	Mark AS-ASH gaps	DM ST	STQ16	ALGO
834	QGd11	Mark AR-ARRH gaps	DM ST	STQ17	ALGO
835	QGd12	Calculate (AS-AR) - (ASH-ARRH) gaps	DM ST	STQ18	ALGO
836	QGd13	Mark (AS-AR) - (ASH-ARRH) gaps	DM ST	STQ19	ALGO
837	QGd2	Calculate AR-IR gaps	DM ST	STQ8	ALGO
838	QGd3	Calculate AS-AR gaps	DM ST	STQ9	ALGO
839	QGd4	Derive score marker per dimension - 3 types	DM ST	STQ10	ALGO
840	QGd5	mark AS-IS gaps - 7 types	DM ST	STQ11	ALGO
841	QGd6	Mark AR-IR gaps - 7 types	DM ST	STQ12	ALGO
842	QGd7	Mark AS-AR gaps - 7 types	DM ST	STQ13	ALGO
843	QGd8	Calculate AS-ASH gaps	DM ST	STQ14	ALGO
844	QGd9	Calculate AR-ARRH gaps	DM ST	STQ15	ALGO
845	QGe1	Calculate AS-AR gaps	DM PT	PTQ6	ALGO
846	QGe2	Derive score marker per dimension - 3 types	DM PT	PTQ7	ALGO
847	QGe3	Mark AS-AR gaps - 7 types	DM PT	PTQ8	ALGO
848	QGe4	Calculate AS-ASH gaps	DM PT	PTQ9	ALGO
849	QGe5	Calculate AR-ARRH gaps	DM PT	PTQ10	ALGO
850	QGe6	Mark AS-ASH gaps	DM PT	PTQ11	ALGO
851	QGe7	Mark AR-ARRH gaps	DM PT	PTQ12	ALGO
852	QGe8	Calculate (AS-AR) - (ASH-ARRH) gaps	DM PT	PTQ13	ALGO
853	QGe9	Mark (AS-AR) - (ASH-ARRH) gaps	DM PT	PTQ14	ALGO
854	SM1	Produce table of subjects available	SM1	SM1	ALGO
855	SM18	Produce table of key stages available	SM18	SM18	ALGO
856	SM19-23	Produce key stage charts (2)	SM19-23	SM19-23	ALGO
857	SM2	Produce school average chart	SM2	SM2	ALGO
858	SM24	Calculate average of the average rater scores (i.e. each set of raters has weighting of 1)	SM24	SM24	ALGO
859	SM25	Find the minimum of the average rater scores	SM25	ALGO	ALGO
860	SM26	Find the maximum of the average rater scores	SM26	ALGO	ALGO
861	SM27	Calculate the historical average of the average rater scores	SM27	ALGO	ALGO
862	SM28	Calculate the gap - Average-AverageH	SM28	ALGO	ALGO
863	SM29	Mark the gap - Average-Average - 5 types - primary	SM29	ALGO	ALGO
864	SM30	Mark the gap - Average-Average - 5 types - secondary	SM30	ALGO	ALGO
865	SM31	Calculate average of the average rater scores (i.e. each set of raters has weighting of 1)	SM31	ALGO	ALGO
866	SM32	Find the minimum of the average rater scores	SM32	ALGO	ALGO
867	SM33	Find the maximum of the average rater scores	SM33	ALGO	ALGO

868	SM34	SM34	ALGO
869	SM35	SM35	ALGO
870	SM37	SM37	ALGO
871	SM38	SM38	ALGO
872	SM39	SM39	ALGO
873	SM3-SM17	SM3-SM17	ALGO
	Calculate average of the average rater scores (i.e. each set of raters has weighting of 1)		
	Find the minimum of the average rater scores		
	Produce subject charts (2)		
874	SM40	SM40	ALGO
875	SM41	SM41	ALGO
876	SM42	SM42	ALGO
877	SM44	SM44	ALGO
878	SMCj11	SM	TBL
879	SMCj3	SM	TBL
880	SPRQ16	SPRQ16	ALGO
881	SSRQ11	SSRQ11	ALGO
882	SSRQ14	SSRQ14	ALGO
883	SSRQ15	SSRQ15	ALGO
884	SSRQ16	SSRQ16	ALGO
885	SSRQ17	SSRQ17	ALGO
886	SSRQ9	SSRQ9	ALGO
887	TF1	TF1	ALGO
888	TF10	TF10	ALGO
889	TF11	TF11	ALGO
890	TF12	TF12	ALGO
891	TF13a	TF13a	ALGO
892	TF13b	TF13b	ALGO
893	TF14	FEED PT1	ALGO
894	TF2a	FEED PT1	ALGO
895	TF2b	FEED ST1	TF2b
896	TF3	FEED ST1/PT1	TF3
897	TF4	FEED ST1	TF4
898	TF5	CRY T1	TF5
899	TF6	PRI T1	TF6
900	TF7	PRI T1	TF7
	Secondary teachers Gap and absolute levels text algo - across dimensions		ALGO
	Too many bad reactions?		ALGO
	Secondary - is data dodgy?		ALGO
	Produce priority matrix (Dkt1)		ALGO
	Produce investigate matrix (similar to TF5)		ALGO
	Chance of success		ALGO

901	TF8	PRI T1	TF8	ALGO
902	TF9	CRY T1	TF9	ALGO
903	TR1	TRCONS	TXT	old static
904	TR2	TRCONS	TXT	new static
905	TR3	TRCONS	TXT	new code
906	TR4	TRCONS	TXT	old static
907	UQ1	UQ1	ALGO	old static
908	UQ2	UQ2	ALGO	new static
909	UQ3	UQ3	ALGO	new code
910	UQ4	UQ4	ALGO	old static

Have they chosen any improvement areas?
Relationship between priority and attitude
Select set
Print rater details
Move to next rater
Move onto next questionnaire
Select every 100th teacher
Select every 50th Headteacher
Select every 10th Education Administrator
Select every 50th School Manager

**METHOD AND SYSTEM FOR
DEVELOPING TEACHING AND
LEADERSHIP CHARACTERISTICS AND
SKILLS**

**U.S. Patent Application Serial No.
10/016,905**

Filed December 14, 2001

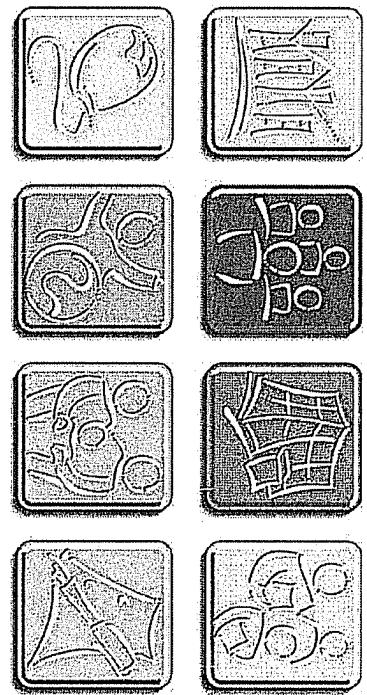
Attorney Docket No. D4701-00198

Exhibit N

Presentation to Coventry LEA

November 2000

TRANSFORMING LEARNING



Education Development Plan

Quality of Leadership Quality of Teaching



Standards of
Educational Attainment & Progress

School Self Review

Best Practice

Self Review & OFSTED

- Strengths:
 - Partnership “*consultation & consensus*”
 - Quality of Support “*thoughtful & well run*”
- Issues to Address:
 - ICT & EDP Link
 - *Elements* of Unsatisfactory Teaching
 - Teacher Appraisal & Development Planning
 - Targeting Support

Transforming Learning

- A tool for partnership and shared understanding between LEA and schools
 - Targeted Resources
 - Common Language
 - Needs Support from LEA - Community Initiative
- Innovative application of ICT to address the quality of leadership and teaching
 - Pupils, Teachers & Advisers working together
- Shapes the goals of development to explicitly address pupil attainment ...

Good PM is Good Learning

You can raise the bar ...



... Or you can increase the
jumper's ability

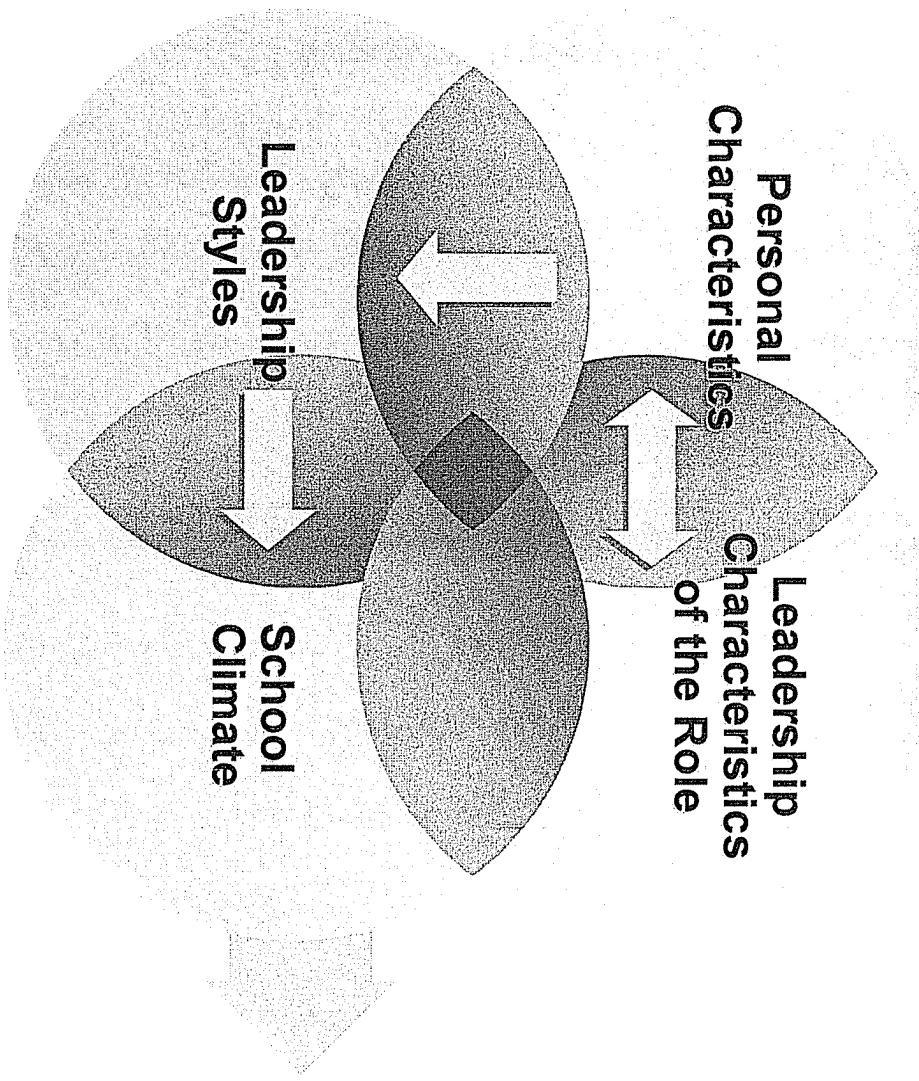
Performance Improvement

Goals for Professional Growth

PROVEN LINK REQUIRED!

Goals for Pupils' Growth

A Model of Effective Leadership



School Performance

- ◆ Pupil achievement
- ◆ Pupil behaviour
- ◆ Staff development
- ◆ School climate

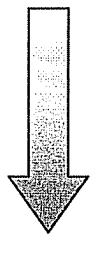
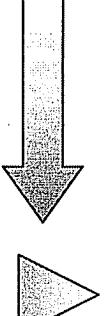
A Model of Effective Teaching

Pupil Progress

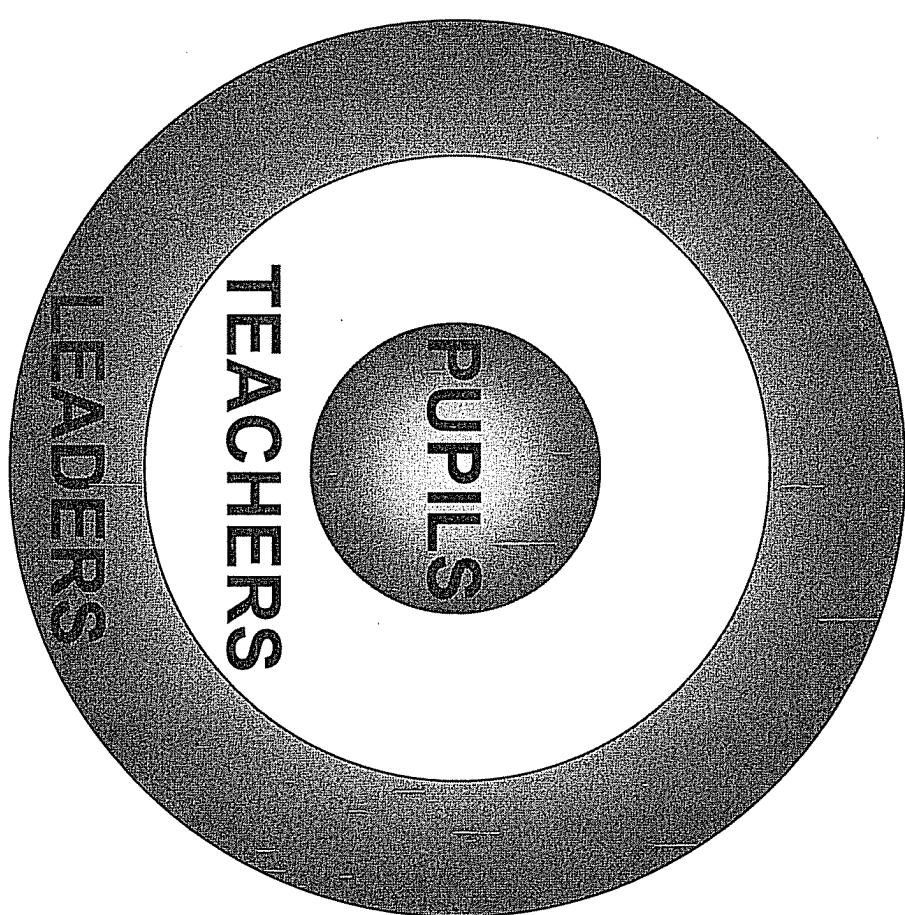
Key aspects of the environment
in a classroom as perceived by the pupils

Professional
Characteristics
Teaching
Skills

The Impact of Climate

- We can measure the impact of development
 - ▲ Climate  ▲ Pupil Progress
 - ▲ Behaviours  ▲ Climate
- Perception Gap: Teachers & Pupils
Leaders & Staff

Lifelong Learning



Leadership
sets the
context for
the learning
of others

Learning &
growth are
required
at every level

Making it Happen

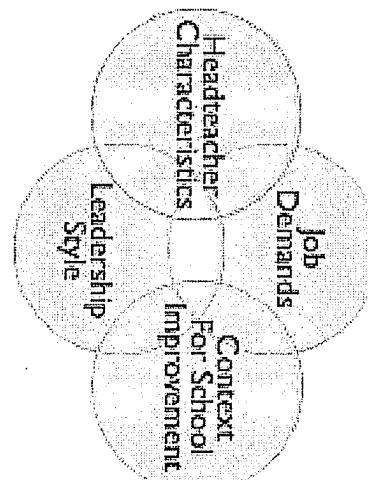
- Privacy / Space / Safety
- Individual Commitment
- Honest Feedback / Open Discussion
- Permanent / Ambient
- Measurement / Tracking
- Leadership / Role Models
- Targeted Resources

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Back Forward Stop Refresh Home Search Favorites History Mail Print Go Links

Address  <http://www.broadband.co.uk/preview1/hay/page86.html>

http://www.broadband.co.uk/preview1/hay/page86.html



One of the most important factors which determines performance in schools is the match between the ongoing requirements of the job of Headteacher and the professional characteristics of the job incumbent. To drive improvements you must develop the characteristics which allow you to fulfil your Job Demands.

 [Headteacher Characteristics](#)

Characteristics:

- Differentiate levels of performance - if you have the necessary Headteacher Characteristics you will perform better than someone who hasn't
- Are job-specific - just as the demands of jobs vary, so do the qualities or characteristics you need to perform them



 Done

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Back
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Stop
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History

Mail

Print

Go
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Address http://www.broadband.co.uk/preview1/hay/page100.html

Q1 do you like being in your class ?

I dont really
like being in
my class

Yes

usually

not really

no

ready to move on to the next question ?

Yes

No

Done

Start

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Back

Forward

Stop

Refresh

Home

Search

Favorites

History

Mail

Print

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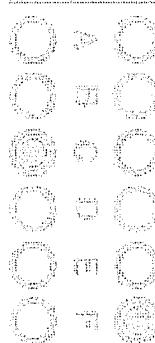
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Go Links

Summary instructions go here. Normally only 2 lines or less.
These are in the colour code of the page.

02

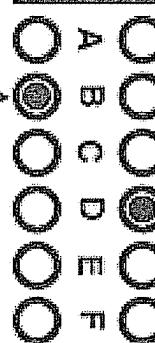
we are clear about what
we are expected to achieve



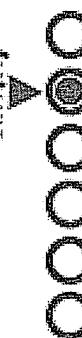
we are not clear about what
we are expected to achieve

03

we are clear about what
we are expected to achieve



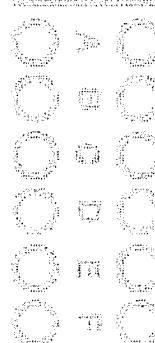
now



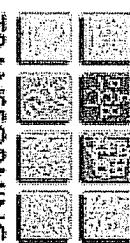
we are not clear about what
we are expected to achieve

04

we are clear about what
we are expected to achieve



we are not clear about what
we are expected to achieve



Done

Start

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22:45

Back

Forward

Stop

Refresh

Home

Search

Favorites

History

Mail

Print

Go

Links



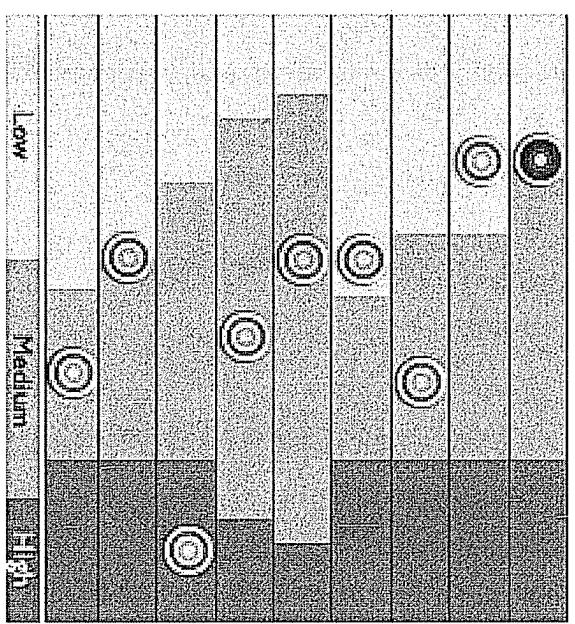
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<http://www.broadband.co.uk/preview1/hay/page104.html>

Summary

Your Class compared with other classes

This chart shows the gap between your own and others' perception of the actual levels of all CSI dimensions. The Context for School Improvement is a measure of individuals' perceptions at a point in time, and can be strengthened when the Headteacher and staff work together.



Significant improvements can be realised by focusing on the key dimensions of:

Clarity: ensuring that everyone is clear about strategic direction, key goals, organisation structure, policies and guidelines, and understands how they can contribute to the school's broader goals.

Standards: ensuring that everyone is working toward improvement and excellence, and that mediocrity is not tolerated.

Working on these two areas first will produce the best improvement in CSI over time.

Done

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Links

Address <http://www.broadband.co.uk/preview1/hay/page107.html>

Summary instructions go here. Normally only 2 lines or less.
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How do you think you lead?

What Does This Mean?

	Dominant	Back-up
Infrequent	Coercive Pacesetting	Coercive Pacesetting
Back-up	Democratic Affiliative	Democratic Affiliative
Authoritative	Authoritative	Authoritative

You and your colleagues are in broad agreement as to the way in which you lead the school. However, only 2 lines or less. These are in the colour code of the page.

resizable height - signed to top

Done

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12.19



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Back Forward Stop Refresh Home

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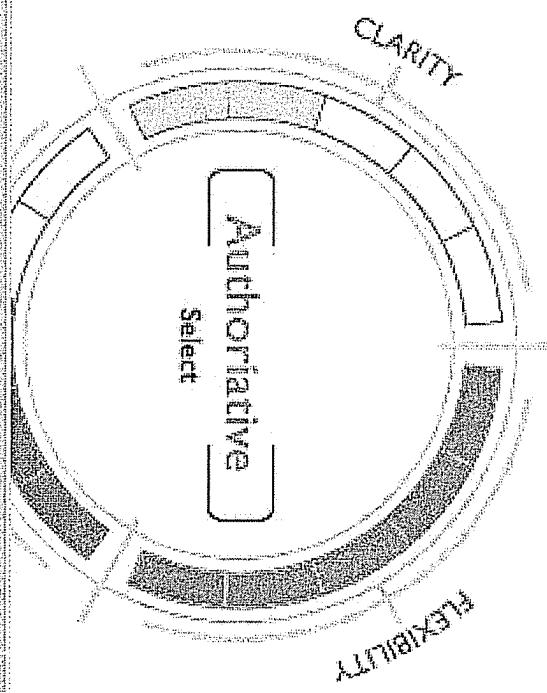
<http://www.broadband.co.uk/preview1/hay/page105.html>



Summary instructions go here. Normally only 2 lines or less.

These are in the colour code of the page.

Extremely Valuable Of Short Term Use Not
Valuable Value With Care Recommended



- Authoritative
- Select
- Coercive
- Authoritative
- Affiliative
- Democratic
- Pacesetting
- Charisma

Done

Start

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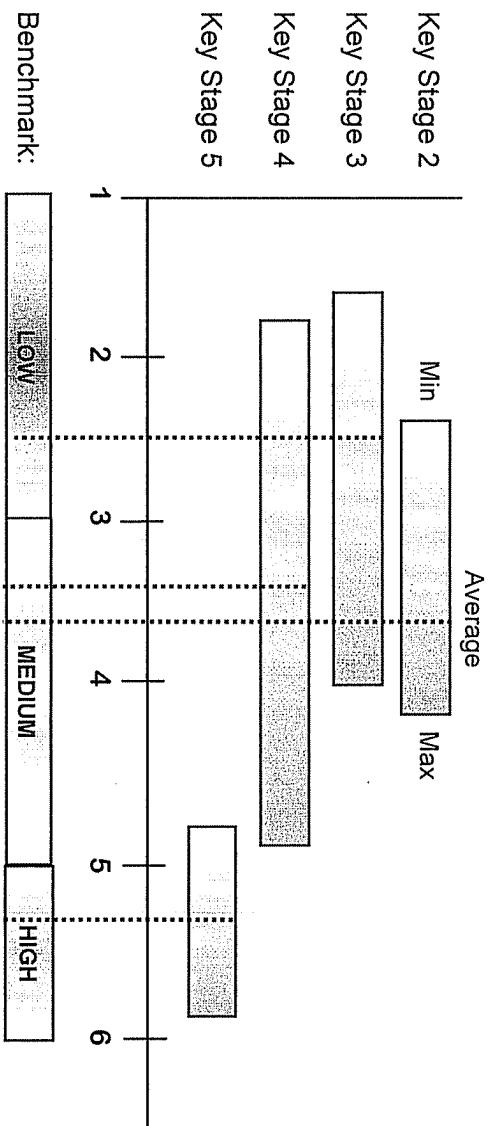
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Dimension: Clarity

The extent to which students are clear about the aims and objectives of the course; how well they understand the purpose of each lesson and what is expected of them in their homework; and how each lesson relates to the broader subject.



Commentary:

Overall, teachers in Key Stages 2 and 4 are creating a satisfactory level of clarity for their pupils, although there is a wide range of achievement in Key Stage 4. Teachers in Key Stage 3 are outstanding – you may wish to investigate here for examples of best practice. The main area for development is at Key Stage 5.



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Back Forward Stop Refresh Home Search Favorites History Mail Print Go Links

Address <http://www.broadband.co.uk/preview1/hay/page96.html>

Subject: Maths

Clarity

Standards

Order

Participation

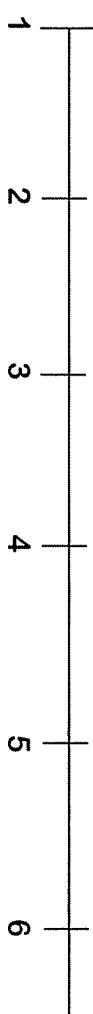
Fairness

Interest

Environment

Safety

Support



Done

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Support & Transfer of Skills

- Implementation Planning Session
- Training for School Advisers
- Staff Development Co-ordinators Training
- General Awareness Day (Heads and/or Staff)
- Post Implementation Review
- Troubleshooting Advice
- Ongoing Support

Ongoing Development

- Lifelong Learning throughout the community
- School Self Review
- Community Climate

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